§ 15498. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: KIPP Academy of Innovation        Contact (Name, Title, Email, Phone Number): Alice Lai, Founding School Leader, alai@kippla.org, 323-793-5157
LCAP Year: 2015-18

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies’ (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.
Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

<table>
<thead>
<tr>
<th>Involvement Process</th>
<th>Impact on LCAP</th>
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</table>
| Parents volunteer in classrooms (most families volunteer for at least 20 hours a year)  
• Families volunteer to work with students in centers 
• Families volunteer to help the teachers prepare their classrooms 
• Families support teachers in multiples ways both in and out of the classroom. | Through their continuous volunteer work in the classroom our parents are familiar with the students needs and pulled on this experience to make the recommendation that: |
| Monthly Family Leadership Council meetings where multiple committees come together to plan events for our school, learn from presentations that will increase their knowledge of how to help their child be successful at home, and discuss areas and growth and areas for development for the school itself. | These meetings set a tone of on-going communication with parents in an open environment where discussions of growths are welcomed – This environment will continue in our LCAP Annual Review meetings. |
| We visit each child and family at their home during the summer and ask them to share with us their hopes and dreams for their child, as well as their hopes and | The conversations with parents help us frame our goals in the LCAP. The school and parents have high expectations that our students will learn and our |

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dream for KIPP Academy of Innovation. Those conversations inform our instructional choices and help us start the year off with a strong relationship.

**Annual Update:**
Stakeholder engagement was organized in 3 parts: Educating, Learning and Engaging, and Revising. Stakeholders are continuously engaged about the progress of our school, however, the official LCAP meeting was on March 23, 2015 at 8 am.

The first part, educating, focused on providing background and current information that supports stakeholders engagement and understanding of LCFF and the LCAP. Topics covered a general explanation of the LCFF funding formula and how that is linked to the LCAP, the 8 state priorities and what it means for students, parents, teachers, and our promise of supporting students to and through college. We will continue to provide education on the LCFF and LCAP as part of our engagement.

The second part, learning and engaging, focused on presenting 2014-15 goals and providing indicators to our progress for each one of our goals. During this time, we presented each goal, our progress towards that goal, and what we are currently doing to achieve our goals. Simultaneously, stakeholders were following along using an interactive feedback form where they could indicate how satisfied or dissatisfied they were with our goal and/or progress. Stakeholders were informed that we would use these feedback forms, and additional input to revise goals for 2015-16 as needed.

In order to expand on the educating done in the first part, we chose two goals to dive deep into with our stakeholders after all goals were review. We chose the goals around engagement: specifically improving student attendance and parental involvement at school. Stakeholders at the meeting were able to decide which focus group they wanted to participate in. Each group was grounded with the questions: what can we change or do differently to meet our goals/expenditures in LCAP will reflect that.

**Annual Update:**
Breaking the LCAP engagement process down into sections helps with the understanding, pacing, and effectiveness of our engagement efforts.

Focusing on educating our stakeholders allows them to understand the LCFF/LCAP requirements and how they fit with our mission and vision, this sets a solid foundation for meaningful feedback.

As described, each goal was presented by identifying what state priority it was addressing, which students the goal was aimed towards and how we were measuring progress. Parents and other attendees responded well to the LCAP goals as evidenced by the written and verbal feedback on our goals. As each goal was presented parents provided real time feedback and also completed a survey form. The survey form asked attendees to indicate their feelings on a likert scale (listed below) regarding each of the state aligned goals.

- a) Strongly support the goal
- b) I support this goal
- c) I am neutral
- d) I do not support this goal
- e) I strongly oppose this goal

Additionally, attendees were asked to write in ideas they had on how to improve the goal and achieve the goal.

No major changes were made to the goals based on the following results from the survey:

(Insert Survey Results here)
goals and how will we know we have successfully achieved our goals. Each group was also provided with specific data on current engagement rates such as student attendance by grade level/homeroom and overall parent participation percentage by event.

Next year we will continue to provide updates on all goals and then pick two additional goals to more intensely review. The goals picked will align with specific areas we would like to focus on in the upcoming year.

Lastly, revising, focused on pulling all data sources, feedback forms, input from stakeholders, progress and our overall educational program to revise goals for 2015-18.

Our break out groups allowed us to discuss with stakeholders, in deeper detail, what our targets for goals should be and how we can meet those targets.

Our meetings then focused on what services and actions needed to be highlighted, changed or added to ensure that we were able to meet our new goals.

In order to prepare for the LCAP engagement process, Principals from all KIPP LA schools met early in 2015 to discuss what stakeholder engagement would look like at each individual school and share best practices. This ensures consistent engagement for our parents that are part of other KIPP schools and also ensures we are exploring the best strategies.

By breaking down the goals/priorities two at a time, parents will have fully covered all of our goals/priorities in the time that they are with us. This will allow our stakeholders to have a broad understanding of all goals and over time, grow, in their expertise.

Additionally, we have been keeping track of progress towards all LCAP goals for the 2014-15 school year and this information has been compiled into an easy to understand snapshot of progress in the form of a dashboard. This dashboard is periodically shared with stakeholders, including board members.
### GOAL 1:
All students will have access to teachers, supplies, and spaces that are conducive for learning.

**Related State and/or Local Priorities:**
- 1 X 2 3 4 5 6 7 8
- COE only: 9 10
- Local: Specify

**Identified Need:** Basic Services for all students

**Goal Applies to:**
- Schools: KAI
- Applicable Pupil Subgroups: All students

**LCAP Year 1:** 2015-16

**Expected Annual Measurable Outcomes:**
- 1a: 100% of teachers will be credentialed for the course they are teaching.
- 1b: 100% of students will have access to common core aligned materials.
- 1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for all students:</td>
<td>School Wide</td>
<td>X All OR:</td>
<td>Staff Recruitment $5,000</td>
</tr>
<tr>
<td>1a: Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state</td>
<td></td>
<td>Low Income pupils</td>
<td>Charter school program grant $16,000</td>
</tr>
<tr>
<td>Teacher recruitment and Comprehensive interview process and teacher assistance in transferring credential information</td>
<td></td>
<td>English Learners</td>
<td>Curriculum Materials &amp; Books 4101 General Purpose State Aid $16,000</td>
</tr>
<tr>
<td>1b: Purchase educational supplies and materials purchased that are common core aligned.</td>
<td></td>
<td>Foster Youth</td>
<td>Classroom Software 4402 General Purpose State Aid $53,292</td>
</tr>
<tr>
<td>1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.</td>
<td></td>
<td>Redesignated fluent English proficient</td>
<td>Janitorial -5503 General Purpose State Aid $40,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td>Repairs and Maintenance 5602 General Purpose State Aid $25,000</td>
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Expected Annual Measurable Outcomes:

1a: 100% of teachers will be credentialed for the course they are teaching.
1b: 100% of students will have access to common core aligned materials
1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.

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<tbody>
<tr>
<td>Services for all students:</td>
<td>School Wide</td>
<td>X All</td>
<td>5822 Staff Recruitment</td>
</tr>
<tr>
<td>1a: Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state</td>
<td></td>
<td>OR: <em>Low Income pupils</em> <em>English Learners</em> <em>Foster Youth</em> <em>Redesignated fluent</em> <em>English proficient</em> <em>Other Subgroups: (Specify)</em></td>
<td>Curriculum Materials &amp; Books 4101; General Purpose State Aid $16,400</td>
</tr>
<tr>
<td>Teacher recruitment and Comprehensive interview process and teacher assistance in transferring credential information</td>
<td></td>
<td></td>
<td>Classroom Software 4402 General Purpose State Aid $54,624</td>
</tr>
<tr>
<td>1b: Purchase educational supplies and materials purchased that are common core aligned.</td>
<td></td>
<td></td>
<td>Janitorial -5503 General Purpose State Aid $80,000</td>
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<td>Repairs and Maintenance 5602 General Purpose State Aid $75,000</td>
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1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.

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<th>School Wide</th>
<th>All</th>
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<td></td>
<td>Low Income pupils</td>
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<td></td>
<td>Foster Youth</td>
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<td></td>
<td>Redesignated fluent</td>
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<tr>
<td></td>
<td>English proficient</td>
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</tbody>
</table>

Other Subgroups: (Specify)

### LCAP Year 3: 2017-18

**Expected Annual Measurable Outcomes:**

1a: 100% of teachers will be credentialed for the course they are teaching.

1b: 100% of students will have access to common core aligned materials

1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.

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<tbody>
<tr>
<td>Services for all students:</td>
<td>School Wide</td>
<td>All</td>
<td>5822 Staff Recruitment General Purpose State Aid $5,274</td>
</tr>
</tbody>
</table>

- 1a: Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state

- 1b: 100% of students will have access to common core aligned materials

- 1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.

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<th>School Wide</th>
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<tr>
<td></td>
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<td></td>
<td>Foster Youth</td>
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<td></td>
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<tr>
<td></td>
<td>English proficient</td>
<td></td>
</tr>
</tbody>
</table>

Other Subgroups: (Specify)

- 5822 Staff Recruitment General Purpose State Aid $5,274
- Curriculum Materials & Books 4101; General Purpose State Aid $ 16,876
- Classroom Software 4402 General Purpose State Aid $ 56,208
Teacher recruitment and Comprehensive interview process and teacher assistance in transferring credential information

1b: Purchase educational supplies and materials purchased that are common core aligned.

1c: Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.

<table>
<thead>
<tr>
<th>School Wide</th>
<th>English proficient</th>
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<tbody>
<tr>
<td>All</td>
<td>Other Subgroups:</td>
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<tr>
<td>Low Income pupils</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
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<tr>
<td>Redesignated fluent</td>
<td></td>
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<tr>
<td>English proficient</td>
<td></td>
</tr>
<tr>
<td>Other Subgroups:</td>
<td></td>
</tr>
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</table>

Janitorial -5503 General Purpose State Aid $110,000
Repairs and Maintenance 5602 General Purpose State Aid $77,175

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.
In order to prioritize the teaching of the common core state standards teachers will attend training on common core and develop a strong understanding of mastery. Additionally, training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency.

**GOAL 2:**

### Identified Need:
Implementation of State Standards

### Goal Applies to:

- **Schools:** KAI
- **Applicable Pupil:** All students
- **Subgroups:**

### Related State and/or Local Priorities:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- COE only: 9
- Local: Specify

### Expected Annual Measurable Outcomes:

- **2a:** 100% of teachers will be trained to implement common core.
- **2b/c:** All students will have lesson plans and assessments that are common core aligned

### Actions/Services

<table>
<thead>
<tr>
<th>Services for all teachers to benefit all students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students, including English language learners will have lesson plans and assessments that are common core aligned.</td>
</tr>
<tr>
<td>Teachers will participate in PD throughout the year as a region and at the school level in the Common Core. Topics will include strategies for ELL’s All teachers will attend at least one common core training a year</td>
</tr>
<tr>
<td>Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.</td>
</tr>
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<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
</table>
| School Wide | X All
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups:
  (Specify) | Education Instructional Consulting 5807
General Purpose State Aid $5,000 |
### LCAP Year 2: 2016-17

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
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<th>Budgeted Expenditures</th>
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<tbody>
<tr>
<td>Services for all teachers to benefit all students:</td>
<td>School Wide</td>
<td>- All OR: - Low Income pupils - English Learners - Foster Youth - Redesignated fluent English proficient - Other Subgroups: (Specify)</td>
<td>Education Instructional Consulting 5807 General Purpose State Aid $5,125</td>
</tr>
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</table>

All students, including English language learners will have lesson plans and assessments that are common core aligned.

Teachers will participate in PD throughout the year as a region and at the school level in the Common Core. Topics will include strategies for ELL’s All teachers will attend at least one common core training a year

Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.

### LCAP Year 3: 2017-18

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<tr>
<td>All students, including English language learners will have lesson plans and assessments that are common core aligned.</td>
<td>School Wide</td>
<td>X All OR: - Low Income pupils - English Learners - Foster Youth - Redesignated fluent English proficient</td>
<td>Education Instructional Consulting 5807 General Purpose State Aid $5,274</td>
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</tbody>
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Teachers will participate in PD throughout the year as a region and at the school level in the Common Core. Topics will include strategies for ELL’s All teachers will
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<tr>
<th>attend at least one common core training a year</th>
<th>Other Subgroups: (Specify)</th>
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Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.
GOAL 3: Increase parent engagement

Identified Need: Cultivate an inclusive school culture

Goal Applies to: Schools: KAI

Applicable Pupil Subgroups: All students

Related State and/or Local Priorities:
1 2 3 X 4 5 6 7 8
COE only: 9 10
Local: Specify

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:
3a/b: 50% of parents will attend family/parent centered events

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<tr>
<td>Services for parents of all students:</td>
<td></td>
<td>X All</td>
<td>Office Software 4405 General Purpose State Aid $400</td>
</tr>
<tr>
<td>PAC Coordinator, teacher in charge of family engagement</td>
<td></td>
<td>OR:</td>
<td>Postage &amp; Shipping 4352 General Purpose State Aid $700</td>
</tr>
<tr>
<td>Hospitality cost for breakfasts, lunch</td>
<td></td>
<td>Low Income pupils</td>
<td>Non-Instructional Supplies 4351 General Purpose State Aid $200</td>
</tr>
<tr>
<td>Incentives for parent volunteers</td>
<td></td>
<td>English Learners</td>
<td>Special Events 4314 General Purpose State Aid $250</td>
</tr>
<tr>
<td>Parent center</td>
<td></td>
<td>Foster Youth</td>
<td></td>
</tr>
<tr>
<td>Parents are made aware of their current level of participation at each parent conference are asked to increase their for the upcoming academic cycle</td>
<td></td>
<td>Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td></td>
</tr>
</tbody>
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:
3a/b: 50% of parents will attend family/parent centered events

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<tbody>
<tr>
<td>Services for parents of all students:</td>
<td></td>
<td>X All</td>
<td>Office Software 4405 General Purpose State Aid $500</td>
</tr>
<tr>
<td></td>
<td>School Wide</td>
<td>OR:</td>
<td></td>
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<tbody>
<tr>
<td>PAC Coordinator, teacher in charge of family engagement</td>
<td>School Wide</td>
<td>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td>Office Software 4405 General Purpose State Aid $600</td>
</tr>
<tr>
<td>Hospitality cost for breakfasts, lunch</td>
<td>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td>Postage &amp; Shipping 4352 General Purpose State Aid $800</td>
<td></td>
</tr>
<tr>
<td>Incentives for parent volunteers</td>
<td>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td>Non-Instructional Supplies 4351 General Purpose State Aid $300</td>
<td></td>
</tr>
<tr>
<td>Parent center</td>
<td>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td>Special Events 4314 General Purpose State Aid $350</td>
<td></td>
</tr>
<tr>
<td>Parents are made aware of their current level of participation at each parent conference are asked to increase their for the upcoming academic cycle</td>
<td>X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td></td>
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</tr>
</tbody>
</table>

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.
GOAL 4:

Students will meet state-established proficiency levels for English Language Arts and math, additionally, students who enter as ELLs will make progress towards reclassification.

**Related State and/or Local Priorities:**

1  2  3  4  X  5  6  7  8

COE only: 9  10

Local: Specify

Identified Need:

2014-15 will provide baseline data

Goal Applies to:

Schools: KAI

All students

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:

4a: Baseline data +1 % increase in ELA and math proficiency on the CA Assessment of Student Performance and Progress

4d: Baseline data + 1 % increase of EL students will advance one performance level or more on CELDT

4e: 100% of CELDT data will be accurate and shared with Teachers who will use this data to tailor instruction and students will be on track to become reclassified

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for all students:</td>
<td>School Wide</td>
<td>X All OR: Low Income pupils X English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
<td>Intervention Teacher Salary 1101 Supplemental &amp; Concentration $56,437</td>
</tr>
<tr>
<td>Blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; tutoring after school during study hall; Saturday school</td>
<td></td>
<td></td>
<td>Class Sets 4201 Supplemental &amp; Concentration $2,000</td>
</tr>
<tr>
<td>ELLs will receive small group instructional support to support their language development</td>
<td></td>
<td></td>
<td>Curriculum Materials and Books -4101 Supplemental &amp; Concentration 7,000</td>
</tr>
<tr>
<td>We will have teachers trained in SBAC assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers to provide additional resources as needed</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>We will have teachers trained in ELD strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers to provide small group instruction will be added as we gain more students</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Small group instruction in guided reading and phonics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4/23/2015 3:30 PM
**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**
- 4a: Baseline data +1 % increase in ELA and math proficiency on the CA Assessment of Student Performance and Progress
- 4d: Baseline data + 1 % increase of EL students will advance one performance level or more on CELDT
- 4e: 100% of CELDT data will be accurate and shared with Teachers who will use this data to tailor instruction and students will be on track to become reclassified

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<td>Services for all students:</td>
<td>School Wide</td>
<td>X All OR: Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Other Subgroups: (Specify)</td>
<td>Intervention Teacher Salary 1101 Supplemental &amp; Concentration $116,260</td>
</tr>
<tr>
<td>Blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; tutoring after school during study hall; Saturday school</td>
<td></td>
<td></td>
<td>Class Sets 4201 Supplemental &amp; Concentration $3,000</td>
</tr>
<tr>
<td>ELLs will receive small group instructional support to support their language development</td>
<td></td>
<td></td>
<td>Curriculum Materials and Books -4101 Charter school program grant $7,500</td>
</tr>
<tr>
<td>We will have teachers trained in SBAC assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers to provide additional resources as needed</td>
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<td></td>
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<td></td>
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</tbody>
</table>
**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**

- **4a:** Baseline data +2 % increase in ELA and math proficiency on the CA Assessment of Student Performance and Progress
- **4d:** Baseline data + 2 % increase of EL students will advance one performance level or more on CELDT
- **4e:** 100% of CELDT data will be accurate and shared with Teachers who will use this data to tailor instruction and students will be on track to become reclassified

<table>
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<tr>
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<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Services for all students:</strong></td>
<td>School Wide</td>
<td>X All OR:</td>
<td>Intervention Teacher Salary 1101 Supplemental &amp; Concentration $174,390</td>
</tr>
<tr>
<td>Blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; tutoring after school during study hall; Saturday school</td>
<td></td>
<td>Low Income pupils, English Learners, Foster Youth, Redesignated fluent, English proficient</td>
<td>Class Sets 4201 Supplemental &amp; Concentration $4,000</td>
</tr>
<tr>
<td>ELLs will receive small group instructional support to support their language development</td>
<td></td>
<td>Other Subgroups: (Specify)</td>
<td>Instructional supplies 4312 Charter school program grant $8,000</td>
</tr>
<tr>
<td>We will have teachers trained in SBAC assessment</td>
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<td></td>
</tr>
<tr>
<td>Teachers to provide additional resources as needed</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.
**GOAL 5:**
KAI will support student attendance and engagement

**Relation State and/or Local Priorities:**
1   2   3   4   5   6   7   8
   COE only:  9   10
   Local: Specify

**Identified Need:**
Maintain attendance rates to support learning

**Goal Applies to:**
Schools: KAI
Applicable Pupil Subgroups: All students

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:**
5a: KAI will sustain an average daily attendance of 95%
5b: 75% of students will not miss more than 10% of school days.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for all students:</td>
<td>School Wide</td>
<td>X All OR: Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Other Subgroups: (Specify)</td>
<td>Field Lessons &amp; Incentives 5835 General Purpose State Aid $500, End of Year Field Lesson 5841 General Purpose State Aid $2,000, Illuminate data management software 4402 General Purpose State Aid $1,000</td>
</tr>
<tr>
<td>Both parents and students will be held accountable for attendance goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents will join in to celebrate students who have perfect attendance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incentivize perfect attendance through awards and assemblies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School will use &quot;all call&quot; software to communicate with parents about their child's attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### LCAP Year 2: 2016-17

**Expected Annual Measurable Outcomes:**

- 5a: KAI will sustain an average daily attendance of 95%
- 5b: 75% of students will not miss more than 10% of school days.

<table>
<thead>
<tr>
<th><strong>Actions/Services</strong></th>
<th><strong>Scope of Service</strong></th>
<th><strong>Pupils to be served within identified scope of service</strong></th>
<th><strong>Budgeted Expenditures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for all students:</td>
<td>School Wide</td>
<td>X All</td>
<td>Field Lessons &amp; Incentives 5835 General Purpose State Aid $600</td>
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<tr>
<td>Both parents and students will be held accountable for attendance goals.</td>
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<td>OR:</td>
<td>End of Year Field Lesson 5841 General Purpose State Aid $3,000</td>
</tr>
<tr>
<td>Parents will join in to celebrate students who have perfect attendance.</td>
<td></td>
<td>Low Income pupils</td>
<td>Illuminate data management software 4402 General Purpose State Aid $1,500</td>
</tr>
<tr>
<td>Incentivize perfect attendance through awards and assemblies</td>
<td></td>
<td>English Learners</td>
<td></td>
</tr>
<tr>
<td>School will use &quot;all call&quot; software to communicate with parents about their child's attendance</td>
<td></td>
<td>Foster Youth</td>
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<td>Redesignated fluent</td>
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<td></td>
<td>English proficient</td>
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<td></td>
<td></td>
<td>Other Subgroups:</td>
<td></td>
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<td></td>
<td></td>
<td>(Specify)</td>
<td></td>
</tr>
</tbody>
</table>

### LCAP Year 3: 2017-18

**Expected Annual Measurable Outcomes:**

- 5a: KAI will sustain an average daily attendance of 95%
- 5b: 75% of students will not miss more than 10% of school days.

<table>
<thead>
<tr>
<th><strong>Actions/Services</strong></th>
<th><strong>Scope of Service</strong></th>
<th><strong>Pupils to be served within identified scope of service</strong></th>
<th><strong>Budgeted Expenditures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for all students:</td>
<td>School Wide</td>
<td>X All</td>
<td>Field Lessons &amp; Incentives 5835 General Purpose State Aid $700</td>
</tr>
<tr>
<td>Both parents and students will be held accountable for attendance goals.</td>
<td></td>
<td>OR:</td>
<td>End of Year Field Lesson 5841 General Purpose State Aid $3,500</td>
</tr>
<tr>
<td>Parents will join in to celebrate students who have perfect attendance.</td>
<td></td>
<td>Low Income pupils</td>
<td>Illuminate data management software 4402 General Purpose State Aid $2,000</td>
</tr>
<tr>
<td>Incentivize perfect attendance through awards and assemblies</td>
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<td>English Learners</td>
<td></td>
</tr>
<tr>
<td>School will use &quot;all call&quot; software to communicate with</td>
<td></td>
<td>Foster Youth</td>
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<td></td>
<td></td>
<td>Redesignated fluent</td>
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<td>parents about their child's attendance</td>
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<td>---------------------------------------</td>
<td></td>
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</tr>
</tbody>
</table>

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.
**GOAL 6:** All students will be safe at school

**Identified Need:** Maintain school culture that best supports learning

**Goal Applies to:** Schools: KAI, Applicable Pupil Subgroups: All students

**LCAP Year 1:** 2015-16

**Expected Annual Measurable Outcomes:**

- 6a: KAI will actively work to decrease suspension
- 6b: Expulsion rate will not exceed 1%
- 6c: Parents' grade will indicate that they feel their students' school is safe
- 6d: Students will indicate that they feel school is safe

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Add personnel to support the increase of students</td>
<td>School Wide</td>
<td>X All</td>
<td>Janitorial Services 5503 General Purpose State Aid $40,000</td>
</tr>
<tr>
<td>Student advisory / homeroom groups</td>
<td></td>
<td>OR:</td>
<td>Repairs &amp; Maintenance 5602 General Purpose State Aid $25,000</td>
</tr>
<tr>
<td>Student counseling when necessary</td>
<td></td>
<td>- Low Income pupils</td>
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</tr>
<tr>
<td>Anti-bullying groups</td>
<td></td>
<td>- English Learners</td>
<td></td>
</tr>
<tr>
<td>Use a tiered behavior system to ensure school safety</td>
<td></td>
<td>- Foster Youth</td>
<td></td>
</tr>
<tr>
<td>Use HSR Data to track</td>
<td></td>
<td>- Redesignated fluent</td>
<td></td>
</tr>
<tr>
<td>Student Council solicit student input</td>
<td></td>
<td>- English proficient</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Other Subgroups: (Specify)</td>
<td></td>
</tr>
</tbody>
</table>
### LCAP Year 2: 2016-17

**Expected Annual Measurable Outcomes:**
- **6a:** KAI will actively work to decrease suspension
- **6b:** Expulsion rate will not exceed 1%
- **6c:** Parents' grade will indicate that they feel their students’ school is safe
- **6d:** Students will indicate that they feel school is safe

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Add personnel to support the increase of students</td>
<td>School Wide</td>
<td>X All, Low Income pupils</td>
<td>Janitorial Services 5503 General Purpose State Aid $80,000</td>
</tr>
<tr>
<td>Student advisory/homeroom groups</td>
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<td></td>
<td>Repairs &amp; Maintenance 5602 General Purpose State Aid $75,000</td>
</tr>
<tr>
<td>Student counseling when necessary</td>
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<td></td>
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<tr>
<td>Anti-bullying groups</td>
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<td>Student Council solicit student input</td>
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### LCAP Year 3: 2017-18

**Expected Annual Measurable Outcomes:**
- **6a:** KAI will actively work to decrease suspension
- **6b:** Expulsion rate will not exceed 1%
- **6c:** Parents’ grade will indicate that they feel their students’ school is safe
- **6d:** Students will indicate that they feel school is safe

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<tr>
<td>Add personnel to support the increase of students</td>
<td>School Wide</td>
<td>X All, Low Income pupils</td>
<td>Janitorial Services 5503 General Purpose State Aid $110,000</td>
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<tr>
<td>Student advisory</td>
<td></td>
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</tr>
<tr>
<td>/homeroom groups</td>
<td>_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</td>
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<tr>
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</tr>
</tbody>
</table>

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.
GOAL 7:

Students will have access to a broad course of study that may include courses such as: Art, Science, Social Studies, Design Thinking, and PE in addition to ELA and math during a school year.

Related State and/or Local Priorities:
1. Art
2. Science
3. Social Studies
4. Design Thinking
5. PE
6. ELA
7. Math
8. COE only: 9
9. Local: Specify

Identified Need:
Teaching the whole child

Goal Applies to:
Schools: KAI
Applicable Pupil Subgroups: All students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:
100% of students will have access to a broad course of study

Actions/Services

<table>
<thead>
<tr>
<th>Services for all students:</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will create budget that supports the hiring of needed teachers to offer courses to all students</td>
<td>School Wide</td>
<td>Elective Teachers 1105 Supplemental &amp; Concentration $75,324</td>
<td></td>
</tr>
<tr>
<td>School will insure school schedule allows enough time for all students to engage in listed courses. Programmatic planning and scheduling</td>
<td></td>
<td>Intervention Teacher 1101 Supplemental &amp; Concentration $61,995</td>
<td></td>
</tr>
<tr>
<td>Hiring of credentialed teachers to teach enrichments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:
100% of students will have access to a broad course of study

Actions/Services

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</thead>
<tbody>
<tr>
<td>School will create budget that supports the hiring of needed teachers to offer courses to all students</td>
<td>School Wide</td>
<td>Elective Teachers 1105 Supplemental &amp; Concentration $155,167</td>
<td></td>
</tr>
<tr>
<td>School will insure school schedule allows enough time</td>
<td></td>
<td>Intervention Teacher 1101 Supplemental &amp; Concentration $127,710</td>
<td></td>
</tr>
</tbody>
</table>

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for all students to engage in listed courses.
Programmatic planning and scheduling
Hiring of credentialed teachers to teach enrichments
English proficient
Other Subgroups:
(Specify)

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<thead>
<tr>
<th>Actions/Services</th>
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</thead>
<tbody>
<tr>
<td>Services for all students:</td>
<td>School Wide</td>
<td>X All OR: Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Other Subgroups: (Specify)</td>
<td>Elective Teachers 1105 Supplemental &amp; Concentration $159,822, Intervention Teacher 1101 Supplemental &amp; Concentration $131,541</td>
</tr>
<tr>
<td>School will create budget that supports the hiring of needed teachers to offer courses to all students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School will insure school schedule allows enough time for all students to engage in listed courses. Programmatic planning and scheduling</td>
<td></td>
<td></td>
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<tr>
<td>Hiring of credentialed teachers to teach enrichments</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.
**GOAL 8:** Students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.

**Related State and/or Local Priorities:**

1. 2. 3. 4. 5. 6. 7. 8. X

COE only: 9. 10

**Local:** Specify

**Identified Need:** Track college readiness

**Goal Applies to:** Schools: KAI

- Applicable Pupil Subgroups: All students

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:**

55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.

**Actions/Services**

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for all students:</td>
<td>X All OR:</td>
<td>Assessment Materials 4304 Charter school program grant $1,560</td>
</tr>
<tr>
<td>Ensuring high-quality instruction and targeted support.</td>
<td></td>
<td>Classroom Technology 4401 Charter school program grant $38,434</td>
</tr>
<tr>
<td>Teachers will use previous MAP scores to create targeted instruction for each student</td>
<td></td>
<td>Classroom Software 4402 Charter school program grant $53,292</td>
</tr>
<tr>
<td>Parents will be invited to &quot;MAP&quot; night where they will learn about the assessment and how to best help their students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:**

55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.

**Actions/Services**

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Services for all students:</td>
<td>X All OR:</td>
<td>Assessment Materials 4304 Charter school program grant $1,700</td>
</tr>
<tr>
<td>Ensuring high-quality instruction and targeted support.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4/23/2015 3:30 PM
Teachers will use previous MAP scores to create targeted instruction for each student.

Parents will be invited to “MAP” night where they will learn about the assessment and how to best help their students.

### Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify)

Classroom Technology 4401 Charter school program grant $39,394

Classroom Software 4402 Charter school program grant $54,624

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**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:
- 55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>EnsServices for all students:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensuring high-quality instruction and targeted support.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will use previous MAP scores to create targeted instruction for each student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents will be invited to “MAP” night where they will learn about the assessment and how to best help their students.</td>
<td></td>
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</tr>
<tr>
<td>School Wide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X All OR:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income pupils</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redesignated fluent English proficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Subgroups: (Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Materials 4304 Charter school program grant $1,800</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Technology 4401 Charter school program grant $20,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Software 4402 Charter school program grant $56,208</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Complete a copy of this table for each of the LEA’s goals. Duplicate and expand the fields as necessary.
Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<table>
<thead>
<tr>
<th>Original GOAL 1 from prior year LCAP:</th>
<th>1a: All teachers will have a credential for the course they are teaching</th>
<th>Related State and/or Local Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1b. Educational supplies and materials purchased will be common core aligned.</td>
<td>1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8</td>
</tr>
<tr>
<td></td>
<td>1c. We will be compliant on all measures on SARC for Facility is in good repair.</td>
<td>COE only: 9 _ 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Local: Specify</td>
</tr>
</tbody>
</table>

Goal Applies to: Schools: KAI

<table>
<thead>
<tr>
<th>Applicable Pupil Subgroups:</th>
<th>All students</th>
</tr>
</thead>
</table>

Expected Annual Measurable Outcomes:

| 1a: 100% of teachers will be credentialed for the course they are teaching. |
| 1b: Educational supplies and materials purchased will be common core aligned |
| 1c: In 2014-2015 we will be split between two campuses and our focus will be creating and maintaining a space that is conducive to learning. |

Actual Annual Measurable Outcomes:

| 1a: 100% of teachers are credentialed for the course they are teaching. |
| 1b: Educational supplies and materials purchased are common core aligned |
| 1c: All metrics of the SARC were monitored internally using operational and custodial staff, and through regional oversight visits. SARC results for this year will be published in 2015-16. |

---

**LCAP Year: 2014-15**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for all students:</td>
<td>5822 Staff Recruitment General Purpose State Aid $3,000</td>
<td>Hired credentialed teachers and ensured proper placement, and supported teachers with transfer of credentials from out of state</td>
<td>5822 Staff Recruitment Charter school program grant $5,000</td>
</tr>
<tr>
<td>1a: Hiring of credentialed teachers and ensuring proper placement, supporting teachers with transfer of credentials for from out of state</td>
<td>Curriculum Materials &amp; Books 4101; General Purpose State Aid $25,000</td>
<td>Purchased educational supplies and materials that are common core aligned.</td>
<td>Curriculum Materials &amp; Books 4101; General Purpose State Aid $25,000</td>
</tr>
<tr>
<td>Teacher recruitment and Comprehensive interview process and teacher assistance in transferring credential information</td>
<td>Classroom Software 4402 General Purpose State Aid $18,000</td>
<td>Ensure that all metrics of the SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.</td>
<td>Classroom Software 4402 General Purpose State Aid $16,662</td>
</tr>
<tr>
<td>1b: Purchase educational supplies and materials purchased that are common core aligned.</td>
<td>Janitorial -5503 General Purpose State Aid $40,000</td>
<td></td>
<td>Janitorial -5503 General Purpose State Aid $18,822</td>
</tr>
<tr>
<td>1c: Ensure that all metrics of the</td>
<td>Repairs and Maintenance 5602 General Purpose State Aid $25,000</td>
<td></td>
<td>Repairs and Maintenance 5602 General Purpose State Aid $25,000</td>
</tr>
</tbody>
</table>
SARC pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>School Wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>X All</td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>- Low Income pupils</td>
<td></td>
</tr>
<tr>
<td>- English Learners</td>
<td></td>
</tr>
<tr>
<td>- Foster Youth</td>
<td></td>
</tr>
<tr>
<td>- Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>- Other Subgroups: (Specify)</td>
<td></td>
</tr>
</tbody>
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<table>
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<tr>
<td>- Redesignated fluent English proficient</td>
<td></td>
</tr>
<tr>
<td>- Other Subgroups: (Specify)</td>
<td></td>
</tr>
</tbody>
</table>

What changes in actions, budgets will be updated based on revised goals if any and the needs to meet those revised goals. Recruitment expenditure.
services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? will be projected based on actual circumstances and updated expectations.

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.
Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<table>
<thead>
<tr>
<th>Original GOAL 2 from prior year LCAP:</th>
<th>2a: In order to prioritize the teaching of the common core state standards teachers will attend training on common core and develop a strong understanding of mastery</th>
<th>Related State and/or Local Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2b/c: Additionally, training sessions will cover strategies to support EL students in gaining content knowledge and English language proficiency</td>
<td>1 2 X 3 4 5 6 7 8 COE only: 9 10 Local: Specify</td>
</tr>
</tbody>
</table>

| Goal Applies to: | | Schools: KAI |
|------------------|------------------|
|                  | Applicable Pupil | All students |
|                  | Subgroups:       |               |

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th>2a: 100% of teachers will be trained to implement common core.</th>
<th>Actual Annual Measurable Outcomes:</th>
<th>2a: 100% of teachers were trained to implement common core.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2b/c: EL students will have lesson plans and assessments that are common core aligned.</td>
<td>2b/c: All students have lesson plans and assessments that are common core aligned.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LCAP Year:</th>
<th>2014-15</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for all teachers to benefit all students:</td>
<td>Education Instructional Consulting 5807 General Purpose State Aid $10,000</td>
<td>Services for all teachers to benefit all students:</td>
<td>Teachers participated in PD throughout the year as a region and at the school level in the Common Core transition. Topics included strategies for ELL’s. All teachers attended at least one common core training a year.</td>
</tr>
<tr>
<td>Track attendance records for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.</td>
<td></td>
<td></td>
<td>Additionally, teachers would meet on a weekly basis and used time to share best practices on teaching common core state standards.</td>
</tr>
<tr>
<td>Teachers will participate in PD throughout the year as a region and at the school level in the Common Core transition. Topics will include strategies for ELL’s</td>
<td></td>
<td></td>
<td>Attendance records were kept for all scheduled professional development pertaining to common core transition provided both internally at the school site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.</td>
</tr>
<tr>
<td>Fifth grade will have lesson plans and assessments that are common core</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As a school we will participate in regional Common Core professional development.

All teachers will attend at least one common core training a year.

We will seek out PD that helps us implement common core aligned curriculum at site, regionally through KIPP LA, at 3rd party sessions, or through the national KIPP network.

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Implementation of academic content continues to be a priority, and we will prioritize professional development for the upcoming year.

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.
Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<table>
<thead>
<tr>
<th>Original LCAP</th>
<th>Related State and/or Local Priorities: 1  2  3 X  4  5  6  7  8</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 3 from prior year</td>
<td>COE only: 9  10 Local: Specify</td>
</tr>
<tr>
<td>LCAP:</td>
<td></td>
</tr>
</tbody>
</table>

| Goal Applies to: Schools: KAI | |
| Applicable Pupil Subgroups: | |
| All students | |

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes: 3a/b: 50% of parents will attend family/parent centered events</th>
<th>Actual Annual Measurable Outcomes: 3a/b: We had an average of 76% parent attendance at family centered events.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCAP Year: 2014-15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for parents of all students: PAC Coordinator, teacher in charge of family engagement</td>
<td>Office Software 4405 General Purpose State Aid $400</td>
<td></td>
<td>Office Software 4405 General Purpose State Aid 325</td>
</tr>
<tr>
<td></td>
<td>Postage &amp; Shipping 4352 General Purpose State Aid $200</td>
<td>Services for parents of all students: Families were given our calendar of events at the beginning of the school year.</td>
<td>Postage &amp; Shipping 4352 General Purpose State Aid 600</td>
</tr>
<tr>
<td></td>
<td>Non-Instructional Supplies 4351 General Purpose State Aid $200</td>
<td></td>
<td>Non-Instructional Supplies 4351</td>
</tr>
<tr>
<td></td>
<td>Special Events 4314 General Purpose State Aid $500</td>
<td>Goals were be set for family nights.</td>
<td>Special Events 4314 General Purpose State Aid 250</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We incentivized attendance the highest attending grade or classroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance to parent nights will be recorded and present on student’s report cards.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>School Wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>X All OR: Low Income pupils</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>School Wide</th>
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</thead>
<tbody>
<tr>
<td>X All OR: Low Income pupils</td>
<td></td>
</tr>
</tbody>
</table>
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Due to expanding yearly enrollment, we are keeping our measurable outcome of 50% yearly. We will add additional services and actions for this goal to increase engagement.

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.
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<table>
<thead>
<tr>
<th>Original GOAL 4 from prior year LCAP:</th>
<th>Related State and/or Local Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a: Increase number of students who meet state-established proficiency levels for English Language Arts and math on the CA Assessment of Student Performance and Progress.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>4d/e: 90% of students who enter KAI as 5th graders and are ELLs will exit as RFEP by 8th grade.</td>
<td>COE only: 9, 10</td>
</tr>
</tbody>
</table>

Goal Applies to: KAI

Applicable Subgroups: All students

**Expected Annual Measurable Outcomes:**
- **4a:** Teachers will use data to tailor instruction and students will be on track to become proficient in ELA and Math. Once base line data has been established we will revise goal.
- **4d/e:** 90% Students who enter as ELLs will exit as RFEP

**Actual Annual Measurable Outcomes:**
- **4a:** Teachers use data to tailor instruction and students will be on track to become proficient in ELA and Math. Base line data has not been established.
- **4d/e:** 100% of CELDT data was accurate and shared with teachers. Students are on track to reclassification.

**LCAP Year: 2014-15**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for all students:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blended learning model that ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; tutoring after school during study hall; Saturday school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELLs will receive small group instructional support to support their language development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention Teacher Salary 1101 Supplemental &amp; Concentration $62,000</td>
<td>Blended learning model ensures daily intervention and acceleration available; PD and on-going coaching for teachers using KFET and common core training; tutoring after school during study hall; Saturday school</td>
<td>Intervention Teacher Salary 1101 Supplemental &amp; Concentration $54,794</td>
<td></td>
</tr>
<tr>
<td>Class Sets 4201 Supplemental &amp; Concentration $15,000</td>
<td>ELLs receive small group instructional support to support their language development</td>
<td>Class Sets - 4201 Supplemental &amp; Concentration $1,000</td>
<td></td>
</tr>
<tr>
<td>Instructional supplies 4312 Charter school program grant $15,000</td>
<td></td>
<td>Assessment Materials/Software/Licenses for CELDT- 4304 Supplemental &amp; Concentration $300</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Curriculum Materials and Books -4101 Supplemental &amp; Concentration $6,000</td>
<td></td>
</tr>
</tbody>
</table>

**Scope of Service:**
- School Wide
- X All
- OR:
- X Low Income pupils
- English Learners

**Scope of Service:**
- School wide
- X All
- OR:
- X Low Income pupils
- English Learners
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

As we obtain data on state assessment results we will revise actions and services to best meet the needs of our students.

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.
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<table>
<thead>
<tr>
<th>Original LCAP Goal</th>
<th>Expected Annual Measurable Outcomes</th>
<th>Actual Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 5: 5a: KAI will sustain an average daily attendance rate of 95%</td>
<td>5a: 5th grade will sustain an average daily attendance of 95%</td>
<td>5a: KAI's average daily attendance as of April 2015 was 97.5%</td>
</tr>
<tr>
<td>5b: 75% or more of KAI students will not miss more than 10% of school</td>
<td>5b: 75% of students will not miss more than 10% of school days.</td>
<td>5b: KAI's chronic absentee rate as of April 2015 rate was 2.91%</td>
</tr>
</tbody>
</table>

**LCAP Year: 2014-15**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for all students:</td>
<td>Field Lessons &amp; Incentives 5835 General Purpose State Aid $5,200 End of Year Field Lesson 5841 General Purpose State Aid $6,760 Illuminate data management software 4402 General Purpose State Aid $1,100</td>
<td>Services for all students:</td>
<td>Field Lessons &amp; Incentives 5835 General Purpose State Aid $300.00 Illuminate data management software 4402 $994</td>
</tr>
<tr>
<td>Both parents and students will be held accountable for attendance goals.</td>
<td></td>
<td>Both parents and students were held accountable for attendance goals.</td>
<td></td>
</tr>
<tr>
<td>Parents will join in to celebrate students who have perfect attendance.</td>
<td></td>
<td>Parents joined in to celebrate students who have perfect attendance.</td>
<td></td>
</tr>
<tr>
<td>Incentivize perfect attendance through awards and assemblies</td>
<td></td>
<td>Incentivized perfect attendance through awards and assemblies</td>
<td></td>
</tr>
<tr>
<td>School will use &quot;all call&quot; software to communicate with parents about their child's attendance</td>
<td></td>
<td>School used &quot;all call&quot; software to communicate with parents about their child's attendance</td>
<td></td>
</tr>
</tbody>
</table>

**Scope of Service**
- School Wide
- All
<table>
<thead>
<tr>
<th>OR:</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>_ Foster Youth</td>
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<tr>
<td>_ Redesignated fluent English proficient</td>
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<tr>
<td>_ Other Subgroups: (Specify)</td>
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<tr>
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<tr>
<td>_ Other Subgroups: (Specify)</td>
</tr>
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</table>

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

- Monitor student attendance and increase targeted support to students who are missing school.

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.
Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<table>
<thead>
<tr>
<th>Original GOAL 6 from prior year LCAP:</th>
<th>Related State and/or Local Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a: Decrease the number of suspensions for all students</td>
<td>1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8</td>
</tr>
<tr>
<td>6d: KAI’s expulsion rate will not exceed 1%</td>
<td>COE only: 9 _ 10</td>
</tr>
<tr>
<td>6c: All students will feel safe at school</td>
<td>Local: Specify</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Applies to:</th>
<th>Schools:</th>
<th>KAI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applicable Pupil:</td>
<td>All students</td>
</tr>
<tr>
<td></td>
<td>Subgroups:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th>Actual Annual Measurable Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a: 5th grade will set benchmark data for KAI</td>
<td>6a: KAI’s suspension rate as of April 2014 is 0%.</td>
</tr>
<tr>
<td>6b: 5th grade expulsion rate will not exceed 1%</td>
<td>6b: KAI’s expulsion rate as of April 2015 is 0%.</td>
</tr>
<tr>
<td>6c: 5th grade will indicate that they feel very safe at school</td>
<td>6c: Parents scored the question &quot;my child feels safe at school&quot; at a 4.6 out of 5</td>
</tr>
<tr>
<td></td>
<td>6d: Students scored the question &quot;my child feels safe at school&quot; at a 4.3 out of 5</td>
</tr>
</tbody>
</table>

**LCAP Year: 2014-15**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for all students:</td>
<td>Janitorial Services 5503 General Purpose State Aid $40,000</td>
<td>Services for all students:</td>
<td>Janitorial Services 5503 General Purpose State Aid $13,800</td>
</tr>
<tr>
<td>Add personnel to support the increase of students</td>
<td>Repairs &amp; Maintenance 5602 General Purpose State Aid $25,000</td>
<td>Added personnel to support the increase of students</td>
<td>Repairs &amp; Maintenance 5602 General Purpose State Aid $20,000</td>
</tr>
<tr>
<td>Student advisory /homeroom groups</td>
<td></td>
<td>Student advisory /homeroom groups</td>
<td></td>
</tr>
<tr>
<td>Student counseling when necessary</td>
<td></td>
<td>Student counseling when necessary</td>
<td></td>
</tr>
<tr>
<td>Anti-bullying groups</td>
<td></td>
<td>Anti-bullying groups</td>
<td></td>
</tr>
<tr>
<td>Use a tiered behavior system to ensure school safety</td>
<td></td>
<td>Use a tiered behavior system to ensure school safety</td>
<td></td>
</tr>
<tr>
<td>Use HSR Data to track</td>
<td></td>
<td>Use HSR Data to track</td>
<td></td>
</tr>
<tr>
<td>Scope of Service</td>
<td>School Wide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income pupils</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redesignated fluent English proficient</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Subgroups: (Specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

We will increase current services and actions to accommodate the growing enrollment.

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.
Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<table>
<thead>
<tr>
<th>Original</th>
<th>Students will have access to Art, Music, Spanish, Science, and PE in addition to ELA and math during a school year from prior year</th>
<th>Related State and/or Local Priorities: 1 2 3 4 5 6 7 X 8 COE only: 9 10 Local: Specify</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 7</td>
<td>LCAP:</td>
<td>Goal Applies to: All students KAI Schools:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Applicable Pupil Subgroups:</td>
</tr>
<tr>
<td></td>
<td>Expected Annual Measurable Outcomes: 100% of fifth graders will have access to Art, Science, Social Studies, Design Thinking, and PE in addition to ELA and math during the school year</td>
<td>Actual Annual Measurable Outcomes: 100% of fifth graders will have access to Art, Science, Social Studies, Design Thinking, and PE in addition to ELA and math during the school year</td>
</tr>
<tr>
<td>LCAP Year: 2014-15</td>
<td>Planned Actions/Services</td>
<td>Budgeted Expenditures</td>
</tr>
<tr>
<td>Services for all students:</td>
<td>Elective Teachers 1105 Title I grant $90,000 Intervention Teacher 1101 Supplemental &amp; Concentration $61,995</td>
<td>Services for all students:</td>
</tr>
<tr>
<td>School will create budget that supports the hiring of needed teachers to offer courses to all students</td>
<td></td>
<td>School created budget that supports the hiring of needed teachers to offer courses to all students</td>
</tr>
<tr>
<td>School will insure school schedule allows enough time for all students to engage in listed courses.</td>
<td></td>
<td>School insured that school schedule allows enough time for all students to engage in listed courses.</td>
</tr>
<tr>
<td>Programmatic planning and scheduling</td>
<td></td>
<td>Programmatic planning and scheduling</td>
</tr>
<tr>
<td>Hiring of credentialed teachers to teach enrichments</td>
<td></td>
<td>Hired of credentialed teachers to teach enrichments</td>
</tr>
</tbody>
</table>

Scope of Service: All OR:
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Budget will reflect need to hire more teachers, including elective and intervention teachers.

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.
Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<table>
<thead>
<tr>
<th>Original GOAL 8 from prior year LCAP:</th>
<th>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.</td>
<td>COE only: 9 _ 10</td>
</tr>
<tr>
<td>Local: Specify</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal Applies to:</th>
<th>Schools: KAI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicable Pupil Subgroups:</td>
<td>All students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th>Actual Annual Measurable Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>55% percent of students will meet or exceed their individualized growth goals set by the national norm on the NWEA test.</td>
<td>As of April 2015 - 54% percent of students have met or exceeded their end of year individualized growth goals set by the national norm on the NWEA test for English Language Arts.</td>
</tr>
<tr>
<td></td>
<td>As of April 2015 - 50% percent of students have met or exceeded their individualized end of year growth goals set by the national norm on the NWEA test for Math.</td>
</tr>
</tbody>
</table>

**LCAP Year: 2014-15**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Actual Actions/Services</th>
<th>Estimated Actual Annual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for all students:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensuring high-quality instruction and targeted support.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers will use previous MAP scores to create targeted instruction for each student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents will be invited to “MAP” night where they will learn about the assessment and how to best help their students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment Materials 4304 Charter school program grant $1,560</td>
<td>Services for all students:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom Technology 4401 Charter school program grant $60,000</td>
<td>Ensured high-quality instruction and targeted support.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classroom Software 4402 Charter school program grant $18,700</td>
<td>Teachers used previous MAP scores to create targeted instruction for each student</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parents were invited to “MAP” night where they will learn about the assessment and how to best help their students.</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Scope of Service | School Wide | Scope of Service | |
|------------------|-------------|-----------------|</p>
<table>
<thead>
<tr>
<th>All</th>
<th>Low Income pupils</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Redesignated fluent English proficient</th>
<th>Other Subgroups: (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>Low Income pupils</td>
<td>English Learners</td>
<td>Foster Youth</td>
<td>Redesignated fluent English proficient</td>
<td>Other Subgroups: (Specify)</td>
</tr>
</tbody>
</table>

Due to expanding yearly enrollment, we are keeping our measurable outcome of 55% yearly. We will add additional services and actions for this goal to increase achievement.

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.
Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated: $62,481

| In KIPP’s schoolwide model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL, Math and other subjects to close schoolwide achievement gap. ELLs will receive small group instructional support to support their language development. Also having Intervention Teachers to implement blended learning model that ensures daily intervention and acceleration available ($55K). It was also used for additional spending on Curriculum Materials and Books for $5k to purchase necessary curriculum materials. Money also was used for testing materials and class set library books ($1.5k). |

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| 7.76 % |

| In KIPP’s schoolwide model, Certified Regular Teachers receive additional pay for extended school hours to increase instruction in EL, Math and other subjects to close schoolwide achievement gap. ELLs will receive small group instructional support to support their language development. Also having Intervention Teachers to implement blended learning model that ensures daily intervention and acceleration available ($55K). It was also used for additional spending on Curriculum Materials and Books for $5k to purchase necessary curriculum materials. Money also was used for testing materials and class set library books ($1.5k). |

### Section 4: Expenditure Summary

#### Total Expenditures by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Funding Sources</td>
<td>510,384.00</td>
<td>903,679.00</td>
<td>1,022,543.00</td>
<td>2,436,606.00</td>
</tr>
<tr>
<td>Charter school program grant</td>
<td>98,286.00</td>
<td>103,218.00</td>
<td>86,008.00</td>
<td>287,512.00</td>
</tr>
<tr>
<td>General Purpose State Aid</td>
<td>209,342.00</td>
<td>398,324.00</td>
<td>466,782.00</td>
<td>1,074,448.00</td>
</tr>
<tr>
<td>Supplemental &amp; Concentration</td>
<td>202,756.00</td>
<td>402,137.00</td>
<td>469,753.00</td>
<td>1,074,646.00</td>
</tr>
<tr>
<td>Title I grant</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

#### Total Expenditures by Object Type

<table>
<thead>
<tr>
<th>Object Type</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Expenditure Types</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Total Expenditures by Object Type and Funding Source

<table>
<thead>
<tr>
<th>Object Type</th>
<th>Funding Source</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Expenditure Types</td>
<td>All Funding Sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>